

Summary Report for Individual Task
805B-79T-3205
Conduct a Military Briefing
Status: Approved

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

Foreign Disclosure: FD1 - The materials contained in this course have been reviewed by the course developers in coordination with the RRS, Fort Jackson foreign disclosure authority. This course is releasable to students from all requesting foreign countries without restrictions.

Condition: You are scheduled to give a briefing to a military audience. You have full access to general office equipment, Reference materials, and leadership guidance. Standard MOPP 4 conditions do not exist for this task. See the MOPP 4 statement for specific conditions.

Standard: Conduct a Military Briefing; identify type, identify target audience, develop briefing, and deliver briefing.

Special Condition: None

Safety Risk: Low

MOPP 4: N/A

Task Statements

Cue: None

<div>DANGER</div> <div>None</div>
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<div>WARNING</div> <div>None</div>

<div>CAUTION</div> <div>None</div>

Remarks: None

Notes: None

Performance Steps

1. Identify type of briefing:
 - a. Information (to inform).
 - b. Decision (to obtain decision).
 - c. Staff (to exchange information).
 - d. Mission (to review important details).
2. Identify target audience:
 - a. Number?
 - b. Who are the ranking members?
 - c. What are their official positions?
 - d. How well do they know the subject?
 - e. What are their interests?
 - f. What is the anticipated reaction?
3. Construct a Briefing Outline:
 - a. Determine Security Classification of the Briefing.
 - b. Collect Material.
 - (1) Research.
 - (2) Become familiar with the subject.
 - (3) Collect authoritative opinions and facts.
 - c. Prepare First Draft:
 - (1) State problem (if necessary).
 - (2) Isolate key points(facts).
 - (3) Identify courses of action.
 - (4) Analyze and compare courses of action (State advantages/disadvantages).
 - (5) Determine conclusions and recommendations.
 - (6) Prepare draft outline.

(7) Include visual aids.

(8) Fill in appropriate material.

(9) Review with appropriate authority.

d. Revise First Draft and Edit:

(1) Make sure that facts are important and necessary.

(2) Include all necessary facts.

(3) Include answers to anticipated questions.

(4) Polish material.

e. Plan Use of Visual Aids:

(1) Check for simplicity and readability.

(2) Develop method for use.

f. Practice:

(1) Rehearse (with assistants and visual aids).

(2) Polish.

(3) Isolate key points.

(4) Memorize outline.

(5) Develop transitions.

(6) Use definitive words.

4. Conduct a Military Briefing:

a. Introduction.

(1) Greeting.

(2) Type and Classification of Briefing

Note: Staff Briefing can follow either format based on the purpose of the brief Information, Mission, Staff Purpose and Scope. Describe complex subjects from general to specific.

(3) Outline or Procedure. Briefly summarize the key points and general approach. Explain any special procedures (such as, demonstrations, displays, or tours). For example, "During my briefing, I'll discuss the six phases of our plan. I'll refer to maps of our area of operations. Then my assistant will bring out a sand table to show you the expected flow of battle." The key points may be placed on a chart that remains visible throughout the briefing.

b. Main Body:

- (1) Arrange the main ideas in a logical sequence.
- (2) Use visual aids to emphasize main ideas.
- (3) Plan effective transitions from one main point to the next.
- (4) Be prepared to answer questions at any time.

c. Closing.

- (1) Ask for questions.
- (2) Briefly recap main ideas and make a concluding statement.
- (3) Announce the next speaker.
- (4) If Decision or Staff Briefing:
 - (a) Problem Statement.
 - (b) Recommendation.

d. Body:

- (1) Facts. An objective presentation of both positive and negative facts bearing upon the problem.
- (2) Assumptions. Necessary assumptions made to bridge any gaps in factual data.
- (3) Solutions. A discussion of the various options that can solve the problem.
- (4) Analysis. The criteria by which you will evaluate how to solve the problem (screening and evaluation). A discussion of each course of actions relative advantages and disadvantages.
- (5) Comparison. Show how the courses of action rate against the evaluation criteria.
- (6) Conclusion. Describe why the selected solution is best.

e. Closing.

- (1) Questions?
- (2) Restatement of the recommendation.
- (3) Request a decision.

(Asterisks indicates a leader performance step.)

Evaluation Guidance: Score "GO" if Soldier correctly performs all performance measures. Score "NO GO" if Soldier incorrectly performs one or more performance measure. Provide on-the-spot correction should the Soldier experience minor difficulty. Consider directing self-study or on-the-job training for Soldiers who experience major difficulties in task performance.

Evaluation Preparation: This task may be evaluated by two methods:a. Self Evaluation. Perform the task on the job using the materials listed in the Conditions Statement. Evaluate yourself, using the performance measures, graded IAW the Evaluation Guidance section.b. Supervisor's Evaluation. Ensure that the Soldier(s) have the material shown in the Condition statement to accomplish the task. When you feel they are able, have them perform the task on the job. Grade them using the Performance Measures, IAW the Evaluation Guidance section.

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Identified type of briefing:			
a. Information (to inform).			
b. Decision (to obtain decision).			
c. Staff (to exchange information).			
d. Mission (to review important details).			
2. Identified target audience:			
a. Number?			
b. Who are the ranking members?			
c. What are their official positions?			
d. How well do they know the subject?			
e. What are their interests?			
f. What is the anticipated reaction?			
3. Constructed a Briefing Outline:			
a. Determined Security Classification of the Briefing.			
b. Collected Material.			
(1) Researched.			
(2) Became familiar with the subject.			
(3) Collected authoritative opinions and facts.			
c. Prepared First Draft:			
(1) Stated problem (if necessary).			
(2) Isolated key points (facts).			
(3) Identified courses of action.			
(4) Analyzed and compared courses of action (State advantages/disadvantages).			
(5) Determined conclusions and recommendations.			
(6) Prepared draft outline:			
(7) Included visual aids.			
(8) Filled in appropriate material.			
(9) Reviewed with appropriate authority.			
d. Revised First Draft and Edit.			
(1) Made sure that facts were important and necessary.			
(2) Included all necessary facts.			
(3) Included answers to anticipated questions.			
(4) Polished material.			
e. Planned use of Visual Aids.			
(1) Checked for simplicity and readability.			
(2) Developed method for use.			
f. Practiced.			
(1) Rehearsed (with assistants and visual aids).			
(2) Polished.			
(3) Isolated key points.			
(4) Memorized outline.			
(5) Developed transitions.			
(6) Used definitive words.			
4. Conducted a Military Briefing:			
a. Introduced.			
(1) Greeted.			
(2) Type and Classification of Briefing			
Note: Staff Briefing can follow either format based on the purpose of the brief Information, Mission, Staff Purpose and Scope. Describe complex subjects from general to specific.			

(3) Outline or Procedure. Briefly summarize the key points and general approach. Explain any special procedures (such as, demonstrations, displays, or tours). For example, "During my briefing, I'll discuss the six phases of our plan. I'll refer to maps of our area of operations. Then my assistant will bring out a sand table to show you the expected flow of battle." The key points may be placed on a chart that remains visible throughout the briefing.			
b. Main Body.			
(1) Arranged the main ideas in a logical sequence.			
(2) Used visual aids to emphasize main ideas.			
(3) Planned effective transitions from one main point to the next.			
(4) Prepared to answer questions at any time.			
c. Closed.			
(1) Asked for questions.			
(2) Recapped main ideas and made a concluding statement.			
(3) Announced the next speaker.			
(4) For Decision or Staff Briefing:			
(a) Problem Statement.			
(b) Recommendation.			
d. Body.			
(1) Facts. An objective presentation of both positive and negative facts bearing upon the problem.			
(2) Assumptions. Necessary assumptions made to bridge any gaps in factual data.			
(3) Solutions. A discussion of the various options that can solve the problem.			
(4) Analysis. The criteria by which you will evaluate how to solve the problem (screening and evaluation). A discussion of each course of actions relative advantages and disadvantages.			
(5) Comparison. Show how the courses of action rate against the evaluation criteria.			
(6) Conclusion. Describe why the selected solution is best.			
e. Closing.			
(1) Asked for Questions?			
(2) Restated the recommendation.			
(3) Requested a decision.			

Supporting Reference(s):

Step Number	Reference ID	Reference Name	Required	Primary
	ATTP 5-0.1 (Superseded by FM 6-0, 5 MAY 2014)	Superseded by FM 6-0, 5 MAY 2014	Yes	No
	DA PAM 600-67 (Rescinded)	(Rescinded, January 15, 2013)Effective Writing for Army Leaders	Yes	No
	FM 5-0 (FM 101-5)	ARMY PLANNING AND ORDERS PRODUCTION	Yes	No
	FM 6-22	SUPERSEDED BY ADRP 6-22, 1 AUGUST 2012 (ALL EXCEPT APPENDIX B) AND SUPERSEDED BY ATP 6-22.1, 1 JULY 2014 (APPENDIX B, EXCEPT PARAGRAPH B-2)	Yes	No
	ST 22-2	Writing and Speaking Skills for Leaders at the Organizational Level	Yes	No

Environment: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT. Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT.

Safety: In a training environment, leaders must perform a risk assessment in accordance with ATP 5-19, Risk Management. Leaders will complete the current Deliberate Risk Assessment Worksheet in accordance with the TRADOC Safety Officer during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, Multiservice Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical (NBC) Protection, FM 3-11.5, Multiservice Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, and Nuclear Decontamination.

Prerequisite Individual Tasks : None

Supporting Individual Tasks : None

Supported Individual Tasks : None

Supported Collective Tasks : None

ICTL Data :

ICTL Title	Personnel Type	MOS Data
79T-ARNG Recruiting and Retention-SL3	Enlisted	MOS: 79T, Skill Level: SL3, ASI: V7, Duty Pos: REA, SQI: 4